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ABSTRACT

A 10-page questionnaire was used to determine the characteristics of Kansas junior college personnel. The data collected were to provide a profile of the teachers and to be available in detail to anyone interested. The four categories of inquiry were: (1) biographical data on age, sex, marital status, residence, schooling, education and occupation of parents, etc.; (2) teaching experience such as kind and number of previous positions, early career pursuits, and out-of-state jobs; (3) professional qualifications, including degrees and where earned, special areas of preparation, certification, teaching assignments and the time devoted to them; and (4) community activities and membership in professional organizations. Fourteen significant findings of the survey are listed with comments. This type of descriptive research, by its nature, cannot pinpoint cause and effect and their use in long-range planning, but it can nevertheless make a great contribution when combined with other objectively derived information. After further research, administrators may eventually discover, for example, the relationship of an instructor's preparation and experience to his teaching productivity, or even how to measure the productivity of the instructor. A copy of the questionnaire, its cover letter, and a list of Kansas junior colleges are appended. (HH)

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DEPARTMENT OF ADMINISTRATION
AND
SCHOOL SERVICES

CHARACTERISTICS OF FULL-TIME PUBLIC COMMUNITY JUNIOR COLLEGE INSTRUCTORS: THE KANSAS PROFILE

PAUL PARKER
PROFESSOR OF EDUCATION

JC 710 201

UNIVERSITY OF CALIF.
LOS ANGELES

SEP 2 1971

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION

KANSAS STATE COLLEGE
PITTSBURG, KANSAS

PREFACE

Since very little information about Kansas community junior college personnel has been assembled in a usable form, the writer undertook in the spring of 1969, to carry out a series of statewide studies related to the characteristics of personnel associated with community junior colleges. The purpose of these studies was to gather a body of descriptive data concerning trustees, administrators, and faculty. Dr. Paul T. Dixon, Chairman, Department of Administration and School Services, and Dr. Aaron W. Harper, Dean, School of Education, concurred in the need for such information, and the Public Community Junior College Association also joined in sponsorship of the studies.

The purpose of this report is twofold: First, to briefly summarize selected portions of the data compiled from the response of Kansas community junior college instructors, to arrive at a general description of these instructors, and second, to provide interested individuals a detailed compilation of the data collected.

The writer wishes to acknowledge indebtedness and express sincere appreciation to the many individuals who contributed valuable support to this undertaking. Special appreciation is also expressed to Dr. J. D. Haggard, Dean of Graduate Studies for his assistance, to Dr. Jim Timmons, Dr. William Bray, Dr. Cliff Long, and William A. Gray.

The secretarial assistance given by Mrs. Ruth York, Mrs. Nona Knox, Mrs. Joyce Mills, Mrs. Mildred Beer, and Miss Marvene Darraugh was most helpful. Mrs. Karen Koschin typed the final copy.

Most important, however, was the cooperation on the part of the Kansas community junior college instructors who took time from extremely busy schedules to take part in this study. To them, especially, we extend our thanks and appreciation.

Junior colleges pride themselves on being "teaching institutions". . .

Roger H. Garrison
Teaching in a Junior College
1968, p. 24

Two-year colleges need individuals with a deep commitment to teaching leavened with an appreciation of, and a competence in, one or more . . . disciplines.

Clyde E. Blocker
"Are Our Faculties Competent?"
Junior College Journal
December, 1965

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INTRODUCTION

The dramatic growth of the two-year community college is one of the most significant developments in American higher education. During the past ten years the number of such institutions has more than doubled, and student enrollments have now reached approximately two and one-half million full- and part-time students.[1] Paralleling this fantastic growth in numbers of institutions and students being served is the more important fact of these institutions developing into comprehensive educational institutions where one can learn anything from introductory to advanced chemistry, from sewing to advanced data processing, from welding to aviation technology.[2]

The development of public community junior colleges in Kansas, like on the national scene, was restricted in the early years. However, beginning with the initial opening of public colleges at Holton and Maryville in 1917-1919, Kansas progressed through various stages to where a number of high school extension junior colleges were operating by 1938. Since 1938 and especially

with the passage of House Bill 893 in 1965, a bill which established a state system of community junior college districts,[3] Kansas has shown the same phenomenal growth as that exhibited on the national scene. This growth has especially been noteworthy in terms of students served and comprehensiveness of programs being offered. These three factors--growth in number of colleges, students being served, and a comprehensive curriculum--have focused attention upon the problem of an adequate faculty--adequate in terms of supply and adequate in terms of being competent.[4]

Faculty supply and the question of competency take on added significance when the comprehensive nature of the community junior college is understood. Early junior colleges were basically private finishing schools, some type of vocational school, or simply a place for students to go who could not get into a four-year college.[5] While there may still be some two-year colleges providing no greater service than this to their communities, the vast majority of public two-year colleges are attempting to provide a curriculum which is responsive to community needs. Being responsive to community needs means these colleges must provide programs that will include vocational or technical courses for students seeking early employment, provide opportunities for adults who need job retraining, general education programs for all students, programs to develop specialized skills and talents, experiences to assist in removing educational deficiencies, strong programs of counseling and guidance, academic and preprofessional college-level

freshmen and sophomore courses, and programs designed for specific community services outside of the regular day and evening schedule.[6] The nature of the institution, its commitment to the society it serves, and its continued growth and development are reasons why those interested in the community junior college should become more knowledgeable concerning those who are employed to teach in these colleges. Therefore, this study was undertaken to establish a profile, or image, of full-time community junior college instructors in Kansas. Specifically the writer undertook to answer the question: What are the descriptive characteristics of community junior college teachers who are employed on a full-time teaching basis in Kansas?

There has been much in the way of empirically gathered information accumulated concerning community and junior college instructors. The National Education Association conducted a nationwide survey in 1964. The contributions of Siehr (et. al.) developed a very comprehensive picture of the characteristics of junior college teachers, both public and private.[8] Consequently, the "literature" tells much about the background and characteristics of junior college teachers.

While there has been much research on national, regional, and some state levels concerning the background and characteristics of community junior college instructors, there remains a void in available research dealing exclusively with the Kansas system. Hopefully, this study will help in filling that void. These data,

gathered from 74 percent of the community junior college instructors employed on a full-time basis in Kansas, should provide insights into the backgrounds and characteristics of these men and women who are providing the instructional leadership for the fastest growing phase of higher education in Kansas.

THE STUDY

The Questionnaire: The questionnaire developed for this study (see Appendix) was a ten-page instrument, requiring slightly over 85 responses from each instructor. It was divided into four parts containing questions, respectively; about the teacher's background and other personal characteristics; employment experience, especially professional; preparation and teaching assignment; and finally, professional and community activities.

The Sample: In the spring of 1969, letters were mailed to each president of the sixteen Kansas community junior colleges in full operation at that time, briefly explaining the nature and purposes of the study, and asking them to provide the names and addresses of their teaching staff. Of the sixteen institutions asked to provide the names and addresses of their teachers, sixteen (100 percent) cooperated. Therefore, the population for the study consisted of those individuals identified as active in a full-time

teaching capacity in the sixteen Kansas public community junior college districts. (Note: In the spring of 1969, Kansas had nineteen public community junior college districts. However, three of the districts--Barton County, Johnson County, and Seward County were not enrolling students; nor did they have a teaching staff. These colleges held their first class session in the fall of 1969.)

In March 1969, a survey package was mailed to each teacher. These survey packages contained the following material: a letter explaining the nature and purpose of the study, the questionnaire, and a prepaid return envelope. Each college was assigned a number in order that the writer may know the number of teachers from each college who has or has not responded. However, no provision was made for identifying individual respondents. In addition, after data were tabulated, each college district lost its identity.

The response from teachers in completing and returning the questionnaire was good. Of the 512 questionnaire forms distributed, 381 usable ones (74 percent) were returned.

The primary statistics reported were the total number and percentage of teachers in each category of response. This was tabulated and reported according to those responses made by (a) full-time male teachers, and (b) full-time female teachers. In all cases the percentages were based upon the number of responses for each inquiry. All percents have been rounded to the nearest whole number; all percents were calculated so that distributions

reported in the tables and summaries will always add to 100. While there were 381 teachers represented, not every item on each inquiry was answered, thus the total number of responses varies from item to item.

RESULTS

Only certain selected highlights from the total compilation of data are presented in this report. The text itself has been arranged in four parts, each of which treats in some detail the four organizational patterns of the survey instrument. Thus, Part I draws a profile from biographical and selected background information. Part II describes some of the professional and other work experiences of the respondents. Part III deals with the preparation and job assignment for each instructor. Part IV presents a brief description of various professional and community activities engaged in by this group of community junior college instructors.

The material presented in each of these sections reflects the author's judgement about what is important and unimportant, and in general is an honest attempt to include the most relevant information which will present an adequate description of the full-time instructors in Kansas community junior colleges.

PART I - BIOGRAPHICAL AND SELECTED BACKGROUND INFORMATION

Distribution by sex, marital status, and age: About three-fourths (73 percent) of all reporting instructors were men, as shown here:

Sex	Number	Percent
Men	277	73
Women	104	27
Totals	381	100

Seventy-eight percent of all reporting instructors were married: 87 percent of the men and 54 percent of the women. The difference is partially accounted for by the fact that 13 percent of the women but only 1 percent of the men were widowed or divorced.

MARITAL STATUS

Status	Men		Women		All	
	No.	Percent	No.	Percent	No.	Percent
Married	236	87	54	54	290	78
Single	33	12	33	33	66	18
Divorced	2	1	8	8	10	3
Widowed	0	0	5	5	5	1
Totals	271	100	100	100	371	100

The average age of teachers was approximately 41 years; but the average age of 38.6 years for men was five years less than the 43.6 years for women, as a much higher percentage of women than of men are in the higher age brackets. The distribution of ages shows that 61 percent of all men teachers, but only 40 percent of the women were under 40. Of significance is the fact that 57 percent of all reporting instructors were under forty years of age.

DISTRIBUTION OF INSTRUCTORS BY AGE

Age (Years)	Men		Women		All	
	No.	Percent	No.	Percent	No.	Percent
51 and over	40	15	34	34	74	21
46-50	21	8	17	17	38	10
41-45	43	16	9	9	52	12
36-40	49	18	13	13	62	17
31-35	67	25	10	10	77	22
26-30	38	14	9	9	47	13
21-25	10	4	8	8	18	5
Totals	268	100	100	100	368	100

Place of birth and population where born: Full-time instructors in Kansas community junior colleges are relatively "place bound." Over 60 percent of all reporting instructors were born in Kansas. Men teachers were less likely to be native to Kansas as only 58 percent, compared to 67 percent for women, report Kansas as their native state.

Table I also shows that at least 86 percent of all instructors have a rural or small-town background. Less than 15 percent were born in cities of over 15,000 population.

TABLE I
PLACE OF BIRTH AND POPULATION

Place of Birth and Population	Men No.	Men Percent	Women No.	Women Percent	All No.	All Percent
Place (State):						
Kansas	157	58	64	67	221	61
Oklahoma	31	11	14	14	45	13
Missouri	23	9	7	7	30	9
Colorado	19	7	2	2	21	6
Others	36	15	9	10	45	11
Totals	266	100	96	100	362	100
Population Classification:						
Rural (less than 2,000)	145	54	59	61	204	56
Town (2,000-15,000)	80	30	25	26	105	30
City (15,000-100,000)	24	9	5	5	29	8
City (Over 100,000)	18	7	7	8	25	6
Totals	267	100	96	100	363	100

Residence: Having found that most Kansas community junior college full-time instructors are native to Kansas, it was not surprising to find that most have been life-time residents of the state. However, it is of interest to note, as presented in Table II, that whereas 67 percent of the women instructors reported (Table I, page 19) that they were native to Kansas, only 54 percent of those reporting indicated a life-time residence within the state.

TABLE II
NUMBER YEARS RESIDENT OF STATE

Years of Residence	Men		Women		All	
	No.	Percent	No.	Percent	No.	Percent
Life-time	144	56	54	54	198	55
Over 10 years	61	24	29	29	90	25
5-10 years	28	10	6	6	34	9
2-5 years	15	6	5	5	20	6
Less than 2 years	10	4	6	6	16	5
Totals	258	100	100	100	358	100

Type of secondary school attended: The typical full-time instructor attended, and graduated from, a public secondary school. Table III shows that less than six percent of all the instructors attended a private or parochial school.

TABLE III
TYPE OF SECONDARY SCHOOL
GRADUATED FROM

School by Type	Men		Women		All	
	No.	Percent	No.	Percent	No.	Percent
Public	247	94	97	97	344	95
Private or Parochial	15	6	3	3	18	5
Totals	262	100	100	100	362	100

Attendance in and earning of junior college degree: About 36 percent of all instructors have attended a junior college, with 24 percent indicating having earned a degree from the junior college. Of those earning degrees, 41 of the men and 19 of the women earned their degree in a Kansas junior college. These data, presented in Table IV, are arranged to show attendance and earning of degrees by both groups of instructors.

TABLE IV
ATTENDANCE IN/AND EARNING OF JUNIOR COLLEGE DEGREE

	Men		Women		All	
	No.	Percent	No.	Percent	No.	Percent
Attended:						
Yes	88	34	43	41	131	36
No	170	66	61	59	231	64
Totals	258	100	104	100	362	100
Earned degree:						
Yes	64	25	24	23	88	24
No	194	75	80	77	274	76
Totals	258	100	104	100	362	100

Family attendance in a junior college: Attendance by members of the immediate family in a junior college was reported by 45 percent of the men respondents. However, only 36 percent of the women instructors reported attendance in a junior college by any member of the immediate family. Table V contains an analysis of family

attendance in a junior college. (Note: Percentages in Table V are based upon the number of responses to this item. Keep in mind that only 45 percent of the men instructors and 36 percent of the women instructors reported attendance in a junior college by members of their immediate family. The percentages for parental family were much less: men 23 percent; women 27 percent.)

TABLE V
FAMILY ATTENDANCE IN JUNIOR COLLEGE

Attendance by Family Members	Men		Women		All	
	No.	Percent	No.	Percent	No.	Percent
Immediate Family:						
Wife	60	50			60	38
Husband			21	55	21	13
Daughter	29	24	9	24	38	23
Son	33	26	8	21	41	26
Totals	122	100	38	100	160	100
Parental Family:						
Mother	9	14	7	25	16	17
Father	5	8	1	3	6	6
Sister	18	28	8	29	26	28
Brother	32	50	12	43	44	49
Totals	64	100	28	100	92	100

Educational attainment of parents: Most instructors, men and women, come from families in which parents have a limited formal educational attainment. These data, shown in Table VI, are arranged by educational attainment of the mother and father.

TABLE VI
EDUCATIONAL ATTAINMENT OF PARENTS

Highest Educational Attainment	Men				Women				All			
	Father		Mother		Father		Mother		Father		Mother	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Graduate Study	10	3	13	5	8	7	7	7	18	5	20	6
Senior College Graduate	24	9	14	6	5	5	3	3	29	8	17	5
Junior College Graduate	3	1	4	1	1	1	1	1	4	1	5	1
Some College	37	15	23	9	24	25	16	17	61	17	39	11
High School Graduate	66	25	48	19	19	20	21	22	85	23	69	20
Some High School	41	16	48	19	12	12	12	12	53	15	60	17
Less than High School	78	31	101	41	28	30	37	38	106	31	138	40
Totals	259	100	251	100	97	100	97	100	356	100	348	100

Father's occupation: One occupation, farming, was the primary occupation of most fathers of instructors. Table VII shows that 36 percent of all the instructors reported farming as the primary occupation of their father. Three occupations--farming, small

business, and skilled worker accounted for 73 percent of the occupations reported by women, and 69 percent of those reported by men instructors.

TABLE VII
OCCUPATION OF FATHER

Occupation Classification	Men No.	Men Percent	Women No.	Women Percent	All No.	All Percent
Farming	86	34	41	41	127	36
Small Business (Owner or Partner)	47	19	20	20	67	19
Skilled Worker	41	16	12	12	53	15
Managerial, Executive or Governmental	25	9	8	8	33	9
Unskilled Worker	22	8	0	0	22	6
Professional	17	7	11	11	28	7
Sales or Clerical	12	4	4	4	16	5
Semi-Professional	7	3	4	4	11	3
Totals	257	100	100	100	357	100

PART II - EXPERIENCE

Position held just prior to initial employment as a junior college instructor: Of the 377 instructors responding to this item, 71 percent came to their first junior college teaching position from some public school position. Table VIII gives the distribution of instructors according to position held just prior to their initial employment as a junior college instructor.

It can be observed from Table VIII that 14 percent of all the instructors (12 percent men; 18 percent women) entered community junior college teaching from occupations other than teaching. The occupations most frequently mentioned are shown in the following distribution:

OCCUPATION (OTHER THAN TEACHING) ENGAGED IN JUST PRIOR TO INITIAL EMPLOYMENT AS A JUNIOR COLLEGE INSTRUCTOR

Men	Women
Management	Homemaker
Salesman	Nursing
Accounting	Secretarial
Advertising	Accounting
Welding	Cosmetology
Electronics	Clerk
Self-Employed	Medical Assistant

TABLE VIII
POSITION HELD JUST PRIOR TO INITIAL EMPLOYMENT
AS A JUNIOR COLLEGE INSTRUCTOR

Position	Men		Women		All	
	No.	Percent	No.	Percent	No.	Percent
Public School	203	73	66	66	269	71
Private School	11	4	4	4	15	4
Parochial School	5	2	0	0	5	1
Student	26	9	12	12	38	10
Occupation Other Than Teaching	32	12	18	18	50	14
Totals	277	100	100	100	377	100

Teaching experience: How much teaching experience do Kansas community junior college teachers have? The average is 15.4 years; the median, 13.0 years for all teaching experience. Using medians as an indication of central tendency, we find that women have been in teaching approximately seven years longer than men--18.3 years as compared with 11.3 years.

Table IX presents data showing that most teachers had more years of teaching experience at the secondary high school level than any other.

TABLE IX
YEARS OF TEACHING EXPERIENCE BY
SCHOOL LEVEL

School Level	Median Years of Experience By Level	
	Men	Women
Senior College	3.1	2.1
Junior College	6.4	5.4
Senior High	10.3	9.3
Junior High	5.4	6.3
Elementary	3.2	4.2

Number of junior colleges associated with as an instructor: In the investigation 87 percent of the instructors reported that they had been associated with only one college in a teaching position. Table X presents the numbers of colleges that instructors have been associated with as an instructor.

TABLE X
NUMBER OF INSTITUTIONS IN WHICH FACULTY MEMBER HAS TAUGHT

Number of Colleges	Men		Women		All	
	No.	Percent	No.	Percent	No.	Percent
One	242	87	88	85	330	87
Two	29	10	16	15	45	11
Three	0	0	0	0	0	0
More Than Three	6	3	0	0	6	2
Totals	277	100	104	100	381	100

Experience as junior college teacher in states other than Kansas: Table XI contains an analysis of the teaching experience of Kansas community junior college instructors in junior colleges in states other than Kansas. Of 381 responding to this item, 96 percent (366) have gained their total junior college teaching experience within the state. Four states--Colorado, Oklahoma, Iowa, and Arkansas were the only states, other than Kansas, listed.

TABLE XI
EXPERIENCE AS JUNIOR COLLEGE TEACHER
IN STATE OTHER THAN KANSAS

Experience in Another State	Men		Women		All	
	No.	Percent	No.	Percent	No.	Percent
Yes	8	3	7	6	15	4
No	269	97	97	94	366	96
Totals	277	100	104	100	381	100

Previous year employment status: Two hundred and forty-six (68 percent) of all instructors had been employed the previous year in the teaching position currently held. Information presented in Table XII shows that another 20 percent were teaching in a public elementary or secondary school the previous year.

TABLE XII
PREVIOUS YEAR EMPLOYMENT STATUS

Previous Year Employment Status	Men No.	Men %	Women No.	Women %	All No.	All %
Employed in Present Position	184	70	62	63	246	68
Employed in Another Position	1	1	4	4	5	1
Employed as Public School Teacher (Elementary or Secondary)	55	20	18	19	73	20
Full-Time Student	15	6	8	8	23	6
Occupation Other Than Teaching	8	3	6	6	14	5
Totals	263	100	98	100	361	100

Early career positions: Respondents were asked to provide information concerning early career activities. Questions such as: (1) What was your first teaching position after earning your baccalaureate degree? After earning the master's degree? and (2) What was your age at the time of initial employment as a community junior college instructor.

Table XIII shows that 77 percent of all the instructors had early career experience either at the junior high or senior high level. The facts are these: 60 percent of all instructors reported their initial teaching position after earning the baccalaureate degree was in the senior high school, and 17 percent in the junior high school.

After earning the master's degree, 78 percent of the women teachers and 84 percent of the men accepted their first teaching position in some level of senior high or junior college teaching. An analysis of the information presented in Table XIV shows that in terms of initial employment in the junior college, after earning the master's degree, women showed a marked move to junior college teaching: 47 percent indicated the first position as junior college teaching, contrasted to 31 percent in secondary teaching (senior high level). Men instructors did not show such a marked move: 37 percent accepted their first position in a junior college after earning the master's degree; whereas 47 percent remained, or accepted, their first teaching position at the secondary level (senior high).

This study showed that most (53 percent) of the instructors in Kansas community junior colleges were between the ages of thirty and thirty-five when assuming their initial employment as a junior college teacher. Table XV presents information concerning the age of the instructors at the time of their initial employment as junior college instructors.

TABLE XIII
FIRST TEACHING POSITION AFTER EARNING
THE BACCALAUREATE DEGREE

Position	Men		Women		All	
	No.	Percent	No.	Percent	No.	Percent
Elementary	14	6	14	14	28	7
Junior High	46	18	15	15	61	17
Senior High	159	62	50	50	209	60
Junior College	22	9	9	9	31	9
Senior College	4	1	4	4	8	2
Other	10	4	8	8	18	5
Totals	255	100	100	100	355	100

TABLE XIV
FIRST TEACHING POSITION AFTER EARNING
THE MASTER'S DEGREE

Position	Men		Women		All	
	No.	Percent	No.	Percent	No.	Percent
Elementary	6	2	7	7	13	3
Junior High	23	9	7	7	30	8
Senior High	120	47	31	31	151	43
Junior College	97	37	47	47	144	41
Senior College	9	3	5	5	14	3
Other	6	2	3	3	9	2
Totals	261	100	100	100	361	100

TABLE XV
AGE AT INITIAL EMPLOYMENT AS
JUNIOR COLLEGE TEACHER

Range of Ages	Men		Women		All	
	No.	Percent	No.	Percent	No.	Percent
Over 46	18	7	27	27	45	12
41 - 45	20	8	15	15	35	9
36 - 40	35	13	13	13	48	13
31 - 35	86	32	13	13	99	27
26 - 30	81	30	15	15	96	26
21 - 25	29	10	17	17	46	13
Totals	269	100	100	100	369	100

PART III - PREPARATION AND ASSIGNMENT

Section A - Preparation

Educational attainment: Eighty-nine percent of the instructors held at least the master's degree. Men community junior college teachers, 90 percent of whom had a master's or higher degree, were the group with the higher percent of advanced degrees. Men instructors were the only group reporting degrees earned above the master's with 11 percent reporting an earned specialist degree. Table XVI presents information concerning the highest earned degree held by these instructors.

TABLE XVI
HIGHEST EARNED DEGREE

Degree	Men		Women		All	
	No.	Percent	No.	Percent	No.	Percent
B.A.	10	3	7	7	17	4
B.S.	18	7	8	8	26	7
M.A.	54	20	24	24	78	21
M.S.	155	58	52	52	207	57
M.Ed.	20	8	9	9	29	8
Ed.S.	11	4	0	0	11	3
Ed.D.	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0
Totals	268	100	100	100	368	100

College where highest degree earned: One hundred and sixty-eight (70 percent) of the men instructors and sixty-four (61 percent) of the women instructors earned their highest degree at one of six Kansas state public senior colleges. One hundred and forty-three (62 percent) of these instructors earned their highest degree at one of two Kansas colleges as indicated in Table XVII. These two colleges were Kansas State College, Pittsburg and Kansas State Teachers College, Emporia.

Not shown in Table XVII is information concerning colleges and universities located in other states where instructors earned their highest degree. Seventy-four men teachers reported earning their highest degree from institutions located in the following states: Arkansas, Colorado, Georgia, Idaho, Illinois, Iowa, Missouri, Nebraska, New Mexico, New York, North Dakota, Oklahoma, Pennsylvania, South Dakota, Utah, and Washington. Women instructors (a total of 33) reported earning their highest degree in colleges located in one of these states: Arkansas, Colorado, Illinois, Iowa, Michigan, Missouri, Nebraska, New York, Tennessee, Texas, Wisconsin, and Wyoming.

TABLE XVII
KANSAS COLLEGE WHERE HIGHEST DEGREE EARNED

College	Men		Women		All	
	No.	Percent	No.	Percent	No.	Percent
KSTC, Emporia	61	36	20	30	81	35
KSC, Pittsburg	40	25	22	31	62	27
Fort Hays State	21	12	5	9	26	11
KSU, Manhattan	18	11	5	9	23	10
KU, Lawrence	15	9	7	11	22	9
WSU, Wichita	13	7	5	9	18	8
Totals	168	100	64	100	232	100

College where baccalaureate degree earned: Table XVIII shows that in general most Kansas community junior college instructors earned their baccalaureate degree in one of a number of Kansas state colleges. Seventy-six (32 percent) of all the instructors earned this degree at Kansas State College, Pittsburg. Another 27 percent earned the degree at Kansas State Teachers College, Emporia. The three state colleges, Kansas State, Pittsburg; Kansas State Teachers, Emporia; and Fort Hays State, accounted for 74 percent of the baccalaureate degrees earned by Kansas community junior college instructors.

TABLE XVIII
KANSAS COLLEGE WHERE BACCALAUREATE DEGREE EARNED

College	Men		Women		All	
	No.	Percent	No.	Percent	No.	Percent
KSTC, Emporia	53	30	13	22	66	27
KSC, Pittsburg	49	28	27	46	76	32
Fort Hays State	30	16	5	8	35	15
KSU, Manhattan	18	10	6	10	24	10
KU, Lawrence	14	8	7	11	21	9
WSU, Wichita	14	8	2	3	16	7
Totals	178	100	60	100	*238	100

*Represents 72 percent of the responses to this item.

Selected areas of preparation: In this survey teachers were asked to report preparation, or experience, in the following: (1) student teaching; (2) junior college internship; (3) course in history, philosophy, organization of the junior college; and (4) participation in workshops, seminars, or institutes.

The facts reported are these: 93 percent of the men and 86 percent of the women reported student teaching experience as follows:

Student Teaching Experience:

	Yes	No
Men	226	18
Women	86	14

Only one instructor (male) reported participating in a junior college teaching internship.

Less than 45 percent of all the instructors reported having taken a course concerned with the history, philosophy, and organization of the junior college.

Course in Junior College History, etc.:

	Yes	No
Men	113	142
Women	45	54

Kansas community junior college teachers did not report much active participation in some type of workshop, seminar, or institute. Thirty-nine percent of the women instructors, and only thirty percent of the men instructors reported any participation in these activities.

Workshop, Seminar, Institute Participation:

	Yes	No
Men	78	176
Women	37	58

Certification: All teachers responding to this survey were certified according to Kansas law. The majority of all teachers (62 percent) reported holding some type of secondary, elementary, or special certification. The most frequently mentioned type of junior college certification reported, was the three-year certificate. Table XIX presents these data.

TABLE XIX
CERTIFICATION HELD BY COMMUNITY
JUNIOR COLLEGE TEACHERS

Certification (Type)	Men		Women		All	
	No.	Percent	No.	Percent	No.	Percent
Junior College:						
3-year (Code 134)	70	28	25	26	95	27
1-year (Code 164)	20	8	10	10	30	9
1-year limited (Code 166)	4	1	4	4	8	2
*Other Certification	158	63	58	60	216	62
Totals	252	100	97	100	349	100

*This certification most frequently reported as some type of secondary or elementary certification.

Section B - Assignment

Teaching assignment: Table XX shows the subject area field in which Kansas community junior college teachers work for the largest portion of their time. The largest group of women teachers (77 percent) teach in the areas of the behavioral sciences, communications, and humanities; while men teachers tend to teach science, mathematics, or social studies (61 percent).

Subject fields for this report were grouped as follows: For the Behavioral Sciences--Psychology, Business courses not classified as occupational; for Communications--English, Speech, Drama, Reading; and for Humanities--Language, Literature, Philosophy, and

Music; Science-Mathematics; Social Sciences; and Occupational-Vocational-Technical.

TABLE XX
DISTRIBUTION BY FIELD IN WHICH THE LARGEST PORTION OF TEACHING TIME SPENT

Field	Men		Women		All	
	No.	%	No.	%	No.	%
Behavioral Sciences	32	13	31	31	63	19
Communications	29	12	17	17	46	14
Humanities	34	14	29	29	63	19
Occupational-Vocational and Technical	25	11	8	8	33	10
Science-Mathematics	64	28	7	7	71	22
Social Science	48	22	8	8	56	16
Totals	232	100	100	100	332	100

Most of the community junior college teachers (77 percent) reported teaching in their major area of teaching preparation. This data is presented in Table XXI.

TABLE XXI
TEACHING ASSIGNMENT IN AREA OF
MAJOR TEACHING PREPARATION

Assignment in Major Area	No.	Percent	No.	Percent	No.	Percent
Yes	208	78	75	75	283	77
No	61	22	25	25	86	23
Totals	269	100	100	100	369	100

Time devoted to teaching duties: Information concerning time devoted to teaching duties is presented in Tables XXII and XXIII. An analysis of Table XXII shows that slightly more than 18 percent of all reporting instructors were assigned teaching duties per week in access of sixteen semester hours. However, the majority (74 percent) were teaching within the range of ten-to-sixteen semester hours per week.

Table XXIII shows the wide range among teachers in total working hours devoted to all teaching duties. About 30 percent reported a total weekly working schedule of 50 hours or more. Forty-six percent reported a total time of from 40 to 49 hours, and only 4 percent worked 30 hours or less.

TABLE XXII
TEACHING LOAD PER WEEK IN SEMESTER HOURS

Range of hours: Per Week	Men		Women		All	
	No.	Percent	No.	Percent	No.	Percent
Over 16	47	20	14	16	61	18
10 - 16	174	72	68	76	242	74
3 - 9	18	8	8	8	26	8
Totals	239	100	90	100	329	100

TABLE XXIII
TIME SPENT PER WEEK IN ALL
TEACHING DUTIES

Hours Per Week	Men		Women		All	
	No.	Percent	No.	Percent	No.	Percent
50 and over	68	29	32	31	100	30
40 - 49	108	46	46	46	154	46
30 - 39	50	21	19	19	69	20
20 - 29	8	3	3	3	11	3
Less than 20	2	1	1	1	3	1
Totals	236	100	101	100	337	100

PART IV - PROFESSIONAL AND COMMUNITY ACTIVITIES

Membership in professional organizations. Kansas community junior college instructors, as indicated by frequency of response, are very active in local, state, and national professional organizations. It is not surprising to find that the majority of all junior college instructors are active in these organizations (Table XIV).

The category "others" represents individuals who are members of, and active in various professional interests (discipline, etc.).

TABLE XXIV
PROFESSIONAL MEMBERSHIP

Organization	Men	Women	All
	Frequency of Response		
NEA	207	82	289
KNEA	218	90	308
LOCAL	224	86	310
AAUP	15	7	22
AFT	10	3	13
OTHERS	60	42	102

Community activity: The questionnaire provided a list of types of community organizations, for example, religious, civic, youth, political, fraternal, and veteran. The respondent was asked to

indicate for each type whether he was an active member. Most teachers reported being active in their organization. This activity was especially true in religious and civic organizations. Table XXV presents the distribution of activities engaged in by these instructors, according to frequency of response.

TABLE XXV
MEMBERSHIP IN COMMUNITY ORGANIZATION

Organization	Men	Women	All
	Frequency of Response		
Religious	177	75	252
Civic	87	40	127
Youth	40	9	49
Political	34	12	46
Fraternal	51	33	84
Veteran	42	5	47

SUMMARY AND CONCLUSIONS

That the community junior college is a significant segment of postsecondary education in the State of Kansas, is now an established fact. Sixteen public community junior college districts were operating; that is, having students enrolled, a full administrative and instructional staff, and conducting a program of studies during the initial phase of this study. These colleges were enrolling over 12,000 students, had approximately 550 staff members, and budgets exceeding some seven and one-half million dollars.

This phenomenal growth of the public community junior colleges, with the planning of new campuses, new buildings, new programs, and other services has, as indicated by Maul, brought us to the crux of one of the major problems associated with community junior college education. And, this problem is concerned with the supply and the characteristics of the teaching faculty.[9] Therefore, this study was undertaken to identify and examine

selected characteristics of full-time community junior college teachers in Kansas.

The principal means of gathering the data was a questionnaire instrument (see Appendix) mailed to each of the 512 full-time faculty members serving on Kansas community junior college staffs in the spring of 1969. The instrument was designed to secure information in four general areas: Part I - Biographical and Selected Background Information, Part II - Professional and Other Work Experiences, Part III - Preparation and Teaching Assignment, Part IV - Professional and Community Activities. The usable response rate to the instrument was 74 percent (381 of the 512 instructors).

The treatment of the data was descriptive. Frequency and percentage distributions were developed for respondents according to those responses made by (a) full-time male teachers, and (b) full-time female teachers (see page 14). The major findings were:

(1) The typical male instructor teaches science, mathematics, or social studies in the community junior college. He is 38.6 years old and married. He has taught for nearly 14 years, six of them in his present position. He entered community junior college teaching from a position in the senior high school; and he has been associated as an instructor with only one community junior college (his present position). The average male instructor holds a master's degree, and more than likely earned the degree in one of two state colleges; Kansas State Teachers College, Emporia, or Kansas State College Pittsburg.

(2) The average woman teacher is more likely to be teaching in the behavioral sciences, humanities, or the communications field. She is 43.6 years old, married (although less likely to be married than the male), and has taught for nearly 19 years, approximately eight of them in her present position. She also entered community junior college teaching from a previous position in the senior high school and has only been associated with one junior college. The woman teacher also has a master's degree, which she most likely earned at Kansas State College, Pittsburg or Kansas State Teachers College, Emporia.

(3) The teachers have a rural or small town background (84 percent of the men and 87 percent of the women teachers were from rural or small towns with under 15,000 population). One hundred fifty-seven (58 percent) of the men are native to Kansas, while 67 percent of the women teachers are native.

(4) Three hundred forty-five (95 percent) of all teachers (men, 94 percent; women, 97 percent) graduated from a public secondary school.

(5) Only about 36 percent of all instructors had attended a junior college with 24 percent of this number indicating having earned a degree from the junior college. Forty-one (64 percent) of the men and nineteen (80 percent) of the women earning a junior college degree, reported earning that degree in a Kansas junior college.

(6) Three occupations--farming, small business, and skilled worker, were the primary occupations of most fathers of teachers (69 percent of the men, 73 percent of the women). Of these three occupations, farming was most frequently mentioned as the primary occupation (men, 34 percent; women, 41 percent).

(7) Approximately 71 percent of the instructors came to their first junior college teaching position from some public secondary school position. This was true for 73 percent of the men teachers and 67 percent of the women. Twelve percent of the men and 18 percent of the women reported entering community junior college teaching from occupations other than teaching.

(8) The professional and career experiences of the instructors (men and women) were very similar; as a majority of both groups had early career experiences in secondary education. Men instructors (87 percent), and women (85 percent) had been employed in only one junior college. Almost 97 percent of the instructors (exactly 97 percent of the men, 94 percent of the women) had gained their total junior college teaching experience in Kansas.

(9) Eighty-nine percent of the instructors held at least the master's degree. With 4 percent of the men reporting earning of a specialist's degree. No women teacher reported holding a specialist's degree. The type of master's degree

most frequently reported, was the Master of Science (men, 58 percent; women, 52 percent).

(10) Two hundred thirty-two (60 percent) of the teachers earned their highest degree at one of the six state senior institutions in Kansas. The two colleges most frequently mentioned were Kansas State Teachers College, Emporia and Kansas State College, Pittsburg. The baccalaureate degree was earned by a majority (72 percent of the respondents to this inquiry) in one of the six state senior colleges of Kansas. Again, this degree was earned by 59 percent of the respondents in either Kansas State College, Pittsburg or Kansas State Teachers College, Emporia.

(11) A majority of this group of instructors had not been very active in workshops, seminars, or institutes that had been specifically organized around community junior college related activities. Less than 45 percent of all the instructors had taken course work concerned with the history, philosophy, or organization of the community junior college.

(12) Ninety percent of the teachers were teaching in areas that could probably be identified as college-university parallel programs. That is--programs or course work designed for transfer purposes. It was determined that of the men instructors responding to this inquiry, only 11 percent indicated teaching in an area which could be identified as occupational. Also only 8 percent of the women instructors were so

identified. (Of these, most were in the area of health and health related activities, or some area of secretarial science.)

(13) Seventy-seven percent of all the instructors (men, 78 percent; women, 75 percent) were teaching in their major area of preparation. The community junior college teachers were also devoting many hours to their teaching and related duties. Over 75 percent of the men and 77 percent of the women reported spending on the average 40 or more hours per week in all teaching duties. It is clear that the community junior colleges are employing faculty members qualified by previous educational experience for teaching assignments consistent with the academic specialization, and employing teachers dedicated to long hours of work.

(14) The teachers were active in their professional associations and the organizational life of their communities. This activity was especially true in regard to local, state, and national professional organizations and community religious and civic organizations.

The above, then, are the significant findings of this study. The emphasis has been on basic descriptions--for example, a certain percentage of full-time instructors, male and female, were teaching in the area of their major field of preparation. Through this approach, it was possible to provide a descriptive profile of what Kansas community junior college instructors employed on a

full-time basis are like, their backgrounds, their experiences, their preparation, the teaching assignments, and their professional and community activities--information that is potentially useful as a means of better understanding the instructional services being provided to the Kansas community junior college system.

Descriptive research, however, ignores major questions of cause and effect and is, therefore, of limited usefulness in any long-range planning for community junior colleges. This type of research can, however, contribute significantly to planning when used with other objectively derived information. It is useful to know, and has been so indicated in research, that such factors as institutions the faculty member attended, experience, sex, age, and other descriptive factors are quite frequently used to arrive at subjective opinions of quality of teaching.[10] Therefore, the full benefit of such knowledge as compiled in this report, is not likely to be recognized until we can relate these facts to other more significant issues. Issues, for example, of what is the relationship between an instructor's preparation, his professional experience, and his productivity as an instructor? How do we measure the productivity of the college instructor? Is there a relationship between the instructor's previous experience as a high school teacher and his effectiveness as a community junior college teacher?

Answers to these questions--and many more like them--hopefully will emerge from research efforts of others interested in

our system of public community junior colleges. This report, one of a series concerned with community junior college personnel in Kansas, indicates that the Kansas public community junior colleges are staffed by a dedicated and competent group of faculty members. This dedication and competency is demonstrated by the long hours spent per week by teachers in the pursuit of fulfilling their professional responsibilities to the college, and by the fact that the great majority of the teachers were holders of graduate degrees.

1. Harper, William A. (ed.), Junior College Directory. American Association of Junior Colleges, Washington, D.C., 1969.

2. The Fantastic Growth of the Two-Year College. Washington, D.C.: Changing Times, The Kiplinger Magazine, 1968.

3. Flint, Jack M., Floyd Herr, and Carl Heinrich, The Kansas Junior Colleges: 50 Years of Progress. Topeka: The State Department of Public Instruction, 1968, pp. 25-27.

4. Blocker, Clyde E., "Are Our Faculties Competent?", Junior College Journal. 36 (December 1965), pp. 10-13.

5. Changing Times, Op. cit.

6. Kansas Legislative Council, Community Junior Colleges: Report of the Advisory Committee on Junior Colleges. Topeka, Kansas: Research Department, Kansas Legislative Council, 1964, Chapter V.

7. National Education Association, "Sampling Study of the Teaching Faculty in Higher Education," Washington, D.C., NEA Research Bulletin. Volume 44, No. 1, December 1966, pp. 3-10.

8. Blocker, op.cit., citing Hugo E. Sichr (et.al.), Problems of New Faculty Members in Community Colleges. East Lansing: Michigan State University, 1963.

9. Maul, Ray C., "The Biggest Problem: Finding Good Teachers," Junior College Journal. 38 (December/January 1965).

10. Blocker, loc. cit.

APPENDIX

Dear Community Junior College Instructor:

The enclosed questionnaire is being sent to all Kansas Community Junior College instructors. This is an effort to gather a comprehensive body of data concerning our community junior college instructional personnel.

The information will be compiled to provide an overview of the present characteristics of community junior college instructors. In addition, it is hoped that the data collected will be useful in ascertaining future needs of community junior college instructors. The results of this study should be of interest to all those interested in our community junior colleges.

ALL INFORMATION LISTED WILL BE CONSIDERED STRICTLY CONFIDENTIAL AND NEITHER YOU NOR YOUR INSTITUTION WILL BE IDENTIFIED IN THIS STUDY.

Your cooperation in completing and returning this questionnaire within the next 10 days will be sincerely appreciated.

Sincerely,

Paul Parker

Enclosure

PP:kk

A DESCRIPTIVE STUDY OF KANSAS PUBLIC
COMMUNITY JUNIOR COLLEGE INSTRUCTORS

DIRECTIONS: Please circle the appropriate answer to each question as it applies to you as an individual unless special instructions are given to do otherwise. In addition, please supply information where blanks are provided and specific information is requested.

PART I - BIOGRAPHICAL

1.	Sex	Male	M
		Female	F
2.	Age	21-25	A
		26-30	B
		31-35	C
		36-40	D
		41-45	E
		46-50	F
		51 and over	G
3.	Marital Status	Married	M
		Single	S
		Divorced	D
		Spouse Deceased	SD

4. Number of children _____

5. Number of brothers _____

6. Number of sisters _____

7. Place of birth _____

City_____

State_____

8. Population where family lived at the time of your birth.

Rural (less than 2,000)	A
Town (2,000 - 15,000)	B
City (15,000 - 100,000)	C
City (over 100,000)	D

9. You have been a Kansas resident.

Less than 2 years	A
2-5 years	B
5-10 years	C
Over 10 years	D
Life-time resident	E

10. To what state were you residing <u>just</u> <u>prior</u> to becoming a Kansas resident?

State_____

11. Were you a Kansas resident at the time of your initial employment in a Kansas junior college?

Yes	Y
No	N

12. Graduate from a

Public high school	A
Parochial high school	B

13. Attended a junior college?

Yes	Y
No	N

(If yes, please identify and give location of college. _____)

14. Earned a junior college degree?

Yes	Y
No	N

(Where_____)

15. Identify all members of your immediate family who have attended a junior college.

Wife	W
Husband	H
Daughter (No. ____)	D
Son (No. ____)	S

16. Identify all members of your parental family who have attended a junior college.

Mother	M
Father	F
Sister (No. ____)	S
Brother (No. ____)	B

17. Identify the formal educational attainment of your mother (M) and your father (F). Circle the highest for each.

Less than high school	F	M
Some high school	F	M
High school graduate	F	M
Junior college graduate	F	M
Senior college graduate	F	M
Graduate study	F	M

18. Identify your father's occupation. Circle the one that seems to fit best.

Professional (college graduate)	A
Semi-professional	B
Managerial, executive, government	C
Small business, partner or owner	D
Sales or clerical	E
Skilled worker	F
Unskilled worker	G
Farmer	H

PART II - EXPERIENCE

1. What position did you hold immediately prior to your initial employment as a junior college instructor?

Public school teacher	A
Private school teacher	B
Parochial school teacher	C
Full-time student	D
Occupation other than teaching	E

(If E, please identify occupation, give location, and answer question No. 2.)

---

2. Years you worked at this occupation

1-5	A
6-10	B
11 and over	C

3. Years of teaching experience, including current year, in each of the following:

Elementary	_____
Junior high	_____
Senior high	_____
Junior college	_____
Senior college	_____
Other (_____)	_____

4. Number of junior colleges, including current position, you have been associated with as an instructor.

One	A
Two	B
Three	C
More than three	D

5. Were you ever employed as a junior college instructor in a state other than Kansas?

Yes	Y
No	N

(If yes, please identify college and give location. _____)

6. If you were not a Kansas resident at the time of your initial employment as a junior college instructor in Kansas, and you were teaching, identify the level at which you were teaching.

Elementary	A
Junior high	B
Senior high	C
Junior college	D
Senior college	E
Other (_____)	F

Please give City_____ State_____

7. If you were a Kansas resident at the time of your initial employment as a junior college instructor, and you were teaching, identify the level at which you were teaching.

Elementary	A
Junior high	B
Senior high	C
Junior college	D
Senior college	E
Other (_____)	F

Please give city_____

8. At the time of your initial employment as a junior college instructor, were you employed as a teacher in the city, county/district, where your junior college is located? (If yes, identify whether city or county/district.)

Yes	Y
No	N
City	C
County/District	CD

9. Were you during the previous year (Circle all that apply.)

Employed as a junior college instructor in your present position	A
Employed as a junior college instructor in another college	B
Employed as an elementary or secondary teacher	C
A full-time student	D
Engaged full-time in an occupation other than teaching	E

10. What was your first teaching position after earning the baccalaureate degree?

Elementary	A
Junior high	B
Senior high	C
Junior college	D
Senior college	E
Other (_____)	F

11. What was your first teaching position after earning the master's degree?

Elementary	A
Junior high	B
Senior high	C
Junior college	D
Senior college	E
Other (_____)	F

12. Your age at the time of your initial employment as a junior college instructor.

21-25	A
26-30	B
31-35	C
36-40	D
41-45	E
Over 46	F

PART III - PREPARATION AND TEACHING ASSIGNMENT
SECTION A - PREPARATION

1. Highest degree held

B.A.	A
B.S.	B
M.A.	C
M.S.	D
M.Ed.	E
Ed.S.	F
Ed.D.	G
Ph.D.	H

2. Highest degree at

College_____ Location_____

Major_____ Minor_____

3. Baccalaureate degree earned at

College_____ Location_____

Major_____ Minor_____

4. Have you had student teaching experience?

Yes Y
No N

5. Prior to entering junior college teaching did you serve a teaching internship in a junior college?

Yes Y
No N

(If yes, please identify assignment and give location of college_____

6. Have you taken a course concerned with the junior college (history, organization)?

Yes Y
No N

7. Have you ever participated in a junior college workshop?

Yes Y
No N

8. Have you ever participated in a junior college seminar?

Yes Y
No N

9. Have you ever participated in a junior college institute?

Yes Y
No N

10. Identify the activity, topic, where, and when was your last participation in a junior college course, workshop, seminar or institute.

Activity_____

Topic_____

Where_____

When_____

11. Junior college certification
(Circle the highest you hold.)

3-year (134)	A
1-year (164)	B
1-year limited (166)	C

12. Please identify other certification you hold.

Type_____

Level_____

13. If you do not have an earned degree, please list your work experience which qualifies you for your position.

_____

_____

_____

_____

SECTION B - ASSIGNMENT

1. Junior college teaching

Full-time	A
Part-time	B

2. If part-time, in which of the following do you devote the major portion of your remaining work time?

Elementary teaching	A
Junior high teaching	B
Senior high teaching	C
Senior college teaching	D
Occupations other than teaching	E

(If E, please identify occupation_____)

3. Your teaching assignment

Subject_____

4. Do you have any teaching assignments outside of your major area of preparation?

Yes	Y
No	N

5. Semester hours taught per week.

3-9	A
10-16	B
Over 16 (___)	C

6. On the average, how many hours <u>per</u> <u>week</u> do you spend at your college work?

Less than 20	A
20-29	B
30-39	C
40-49	D
50 and over	E

7. How many <u>clock</u> <u>hours</u> do you spend <u>per</u> <u>week</u> in actual teaching?

3-8	A
9-14	B
15-20	C
Over 20	D

8. What clubs, or other college activities are you assigned to as a sponsor? (Please list.)

_____

_____

_____

_____

_____

PART IV - PROFESSIONAL AND COMMUNITY ACTIVITIES

1. Professional membership
(Circle all that apply.)

NEA	A
KSTA	B
Local	C
AAUP	D
AFT	E
Other	F

(If other, please identify. _____)

2. Honor society membership
(Circle all that apply.)

Phi Beta Kappa	A
Phi Kappa Phi	B
Omicron Delat Kappa	C
Other	D

(If other, please identify. _____)

3. Please list any publications you have to your credit.

_____

_____

_____

_____

_____

_____

_____

_____

4. Community organization memberships
(Circle all that apply.)

Religious	A
Civic	B
Youth	C
Political	D
Fraternal	E
Veteran	F

Kansas Community Junior Colleges

District	City
Allen County	Iola
*Barton County	Great Bend
Butler County	El Dorado
Cloud County	Concordia
Coffeyville	Coffeyville
Colby	Colby
Cowley County	Arkansas City
Dodge City	Dodge City
Fort Scott	Fort Scott
Garden City	Garden City
Highland	Highland
Hutchinson	Hutchinson
Independence	Independence
*Johnson County	Shawnee Mission
Kansas City	Kansas City
Labette County	Parsons
Neosho County	Chanute
Pratt	Pratt
*Seward	Liberal

*Note: These colleges were not operating (that is, having a full staff and enrolling students at the time of this study).